

Tutoring benefits both parties

Students help peers and themselves through tutoring services

BY ALEX CARLSON
Staff Reporter

Tutoring at Truman is a two-sided coin. While students are gaining new knowledge in taking on challenges with classes, the tutors themselves are learning new things as well.

The tutors hold an important role in the learning process of the tutoring program — not just as a teacher, but as a student as well. It's expected that these student workers understand the material they teach, but a good tutor must also implement communication skills and offer study suggestions every time they perform their job.

The Truman Student Success Center provides its own tutoring service for students to use. They aim "to help students be more successful with their coursework at Truman while becoming independent learners," according to the Student Success Center page on the Truman website.

Todd Phillips, director of the Student Success Center, finds the Center's tutoring services to be a great example of that philosophy.

"I think there's a lot of ways to enhance education," Phillips said. "But I think that a tutor's just a really good way because they've already proven success in those topics. They have certainly proven that they know and understand what's going on, and so many times when you have a situation where you can work with somebody, it kind of increases the learning and helps build confidence."

In addition to being able to process the information well, the student tutor adapts to different students' study habits and situations. Each student is different and the tutors must use specific communication strategies to help them during each tutoring session, such as pinpointing goals and integrating the ideas into the big picture.



Peer tutor freshman Shu Yang (left) tutors a group of students studying Chinese.

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Todd Phillips
director of the Student Success Center

"There's a lot of things that we go through and talk about," Phillips said.

"How to redirect conversations back to the topic at hand, we do a lot with open-ended questions and good Socratic method questioning techniques that will allow the student to do most of the talking, to build their confidence, take them back to where they understand something and help pull them through."

Student Success Center tutors, juniors Alycia Preston and Babajide Adio, follow differing procedures when tutoring students.

"I emphasize what I have learned from professors or peers when I tutor students," Preston said. "Just reading the book isn't enough. Making dia-

grams and doing problems is a really good idea."

Tutors, like students, are different and use methods they feel most comfortable with.

"I let them attempt [the problems], and break it down into stages," Adio said. "I ask questions to them to make them try to understand what's going [on]. I use questions to lead them along to get the answer."

In addition to helping students with the tasks at hand, tutors at Truman focus on versatile academic skills and endeavors to make students more comfortable in future challenges as well.

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Tutoring for students proves to be much more than simple homework help, both for the students and tutors. While students learn new ways to tackle problems and challenges, the tutors are learning to communi-



Senior tutors Lena Kretzmer and Victor Adimoraegbu work for the Student Success Center, where students can seek tutoring help.

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cate and teach in unique methods. So whether it's heads or tails on the tutoring coin, it's bound to come up with a winning side.

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